

2<sup>nd</sup> Cyprus International Conference on Educational Research, (CY-ICER 2013)

## Learning with different cultures in high education; an LLP Erasmus intensive programmed “Cultural Layers of Public Space”

S. Müjdem Vural <sup>a\*</sup>, Çiğdem Polatoğlu <sup>b</sup>, Lucas Adam Griffith <sup>c</sup>

<sup>a</sup>Assoc. Prof. Dr., Yildiz Technical University, Faculty of Architecture, Department of Architecture, Istanbul 34349, Turkey  
Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, Famagusta, KKTC

<sup>b</sup>Assoc. Prof. Dr., Yildiz Technical University, Faculty of Architecture, Department of Architecture, Istanbul 34349, Turkey  
<sup>c</sup>Lecturer, UC Berkley, College of Environmental Design, San Francisco 94127, USA

### Abstract

ERASMUS is the most successful student exchange programmed in the world as EU education and training policies. One of the activities of ERASMUS is Intensive Programmed (IP). The importance of learning with different cultures in high education is focused on this paper by analyzing three workshops as a part of an IP through 2010 till 2012. The three universities; Yildiz Technical University-Turkey, Polytechnic University of Valencia-Spain and University of Stavanger –Norway were the partners of the IP “Cultural Layers of Public Space”. The results of these workshops will be from the perception of different cultural backgrounds with different public spaces and building activities.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and/or peer-review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, Faculty of Education, Cyprus

**Keywords:** Intensive Programme (IP), architectural education, culture, public space;

### 1. Introduction

As EU education and training policies, Erasmus became part of the EU's Lifelong Learning Programmed (LLP) in 2007, high education exchanges of students, student placements in enterprises, university staff training and teaching for business staff. One of the activities of LLP ERASMUS is Intensive Programmed (IP).

\* Corresponding author: S. Müjdem Vural. Tel.: +90-533-857-0690.  
E-mail address: [smujdem@gmail.com](mailto:smujdem@gmail.com)

An IP is a short programmed of study, which brings together students and teaching staff from higher education institutions of at least three participating countries. It can last from 10 continuous full days to 6 weeks of subject related work.

On 13 March 2009 an IP “Cultural Layers of Public Space” was proposed and accepted by EU. The three universities, Yildiz Technical University-Turkey, Polytechnic University of Valencia-Spain and University of Stavanger –Norway were the partners of the project. The project established for three academic years between 2010-2013, each consist of intensive eleven-day architectural workshop.

The paper is aimed to discuss the procedure and the results of each three workshops held in Istanbul 2010, Valencia 2011 and Stavanger 2012 from the point of view the perception of different cultural backgrounds with different public spaces and buildings activities.

## **2. The aim and scope of IP “cultural layers of public space”**

The IP had to answer four main subjects;

1. Objectives
2. Target groups
3. Main activities and
4. Expected outputs.

### *2.1. Objectives (including thematic area)*

The IP built upon the strong collaborative relationship between Istanbul, Valencia, and Stavanger and integrated diverse cultures into an interdisciplinary educational atmosphere. The main component of the IP was an architectural workshop focused on culture as a design value in the development of public space. All participants had engaged public space as an outdoor learning environment in which the formal and informal manifestations of cultural meaning was explored. The IP relied on ICT to help create a sustainable learning environment. While the exchange of spatial data and other tasks associated with preparation and coordination between the partners were greatly aided by ICT, an interactive internet-based learning environment known as “It’s Learning” created a sustainable learning environment as a virtual spring board to learning.

### *2.2. Target groups*

The IP provided 5 ETCS and targeted at first cycle (bachelor) students, second cycle (master) students, and professors from the three participating institutions.

The mixture of study levels further enriched the pedagogical method of the IP. Second cycle students were expected to mentor first cycle students and engaged teaching as the other side of learning. With a maximum of sixty students, there was one-second cycle student for every three first cycle student.

### *2.3. Main activities*

The students visited historic and contemporary spaces and recorded their own interpersonal cultural perspective through graphic representation. The IP created an atmosphere in which students were forced to respond to the design challenge in a timely manner and produced creative architectural designs for public space.

### *2.4. Expected outputs*

Participants produced final designs for an architectural project exhibiting culture as the main programmatic theme. These outputs were presented to a large public audience on the last day of the IP. The final presentation boards were posted on the IP website and published as a catalogue along with information from guest lectures and presentations.

متن کامل مقاله

دریافت فوری ←

**ISI**Articles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات